

A Hand Book For Teachers Of Young Deaf Children

APPROVED AND PRINTED WITH
THE GIANT IN AID OF
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
NEW DELHI

**School For Young Deaf Children
Bala Vidyalaya
280, MOWBRAYS ROAD, MADRAS - 600 018
(Estd December 1969)**

Published by

School for Young Deaf Children
Bala Vidyalaya
280 Mowbrays Road
Madras – 600 018

Price Rs. 5/-

Printed at:

Amra Press
153, L B Road, Madras – 600 041

PROLOGUE

This handbook might surprise you by its lack of theories and statistics. This book is born out of practical experience of teachers, in the education of very young deaf children for over a period of ten years. This is a day-to-day guide for an actual worker in the field. This is not meant for research scholars and theoreticians.

If you can use this little book, if you can use it to educate *one* young hearing impaired child, if you can give him the wonderful tool of speech, thanks to this book, this book would have served its purpose.

School for young deaf Children
Madras

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The First Step

A hearing aid in good working condition must be fitted to the young hearing impaired child, as soon as the audiological tests confirm the hearing loss.



When the child is very young, below the age of two, the audiological tests can be only of the nature of affirmation or elimination. And there is no need to wait for an accurate assessment to start the educational programme. Whatever his audiogram might show, the child could be, initially, fitted with a moderately loud hearing aid. The hearing aid is fitted with individually made ear moulds. At this stage, the teacher must often check up whether the hearing aid is in good working condition. Ear hygiene should also be looked into.

The classroom should be informal in its atmosphere. The furniture should be simple and easy to handle for the child. Heavy, tall furniture



is to be avoided. The child must be allowed to play and get used to the surroundings. The teacher, to start with, must assume the role of a playmate.

At this stage, the materials needed are constructive toys like building blocks, beads to thread, balls, dolls, drums, trumpets etc.

The child plays with the toys, which are presented to him, one at a time. The teacher encourages him to play with them in a constructive

manner, by example, by trial and error, by a method of self correction

Here the teacher provides the necessary words, phrases and sentences at every meaningful situation.

Lesson Pattern

The teacher brings out a set of building blocks. She presents it to the child.

The activity follows.

“Look, this is blue, this is red, this is yellow”
(Each one is deliberately shown)

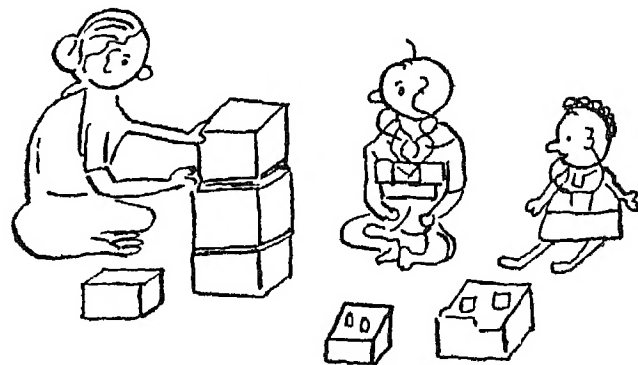


“Let us make a tower with them. I will put one over the other.”

“There, first the blue block! Let me put the red block over the blue block! The yellow block over the red block!” (The teacher talks as she is doing the exact action)

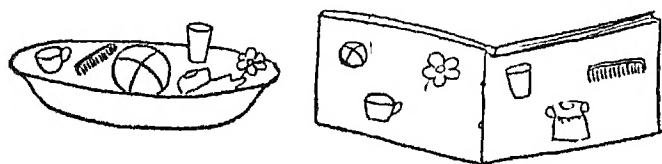
During these activities, the teacher must hold the child's interest. She must show joy in what she is doing

(A very important thing to remember at this stage is to sit in a well-lit classroom, sit in a position so that the light falls on the teacher's face. The teacher's face should be more or less at the same level as the child's eyes and the child is made to see the teacher's face. From this very early stage, the child is trained to look at the teacher's face as the object is presented)



The first few days at school, the child is let to play under the supervision of the teacher. Then the child is led to a more formal learning process.

Here the materials needed are objects the child should be familiar with, a ball, a tumbler, a frock etc., a drawing book with pictorial representations of these objects.

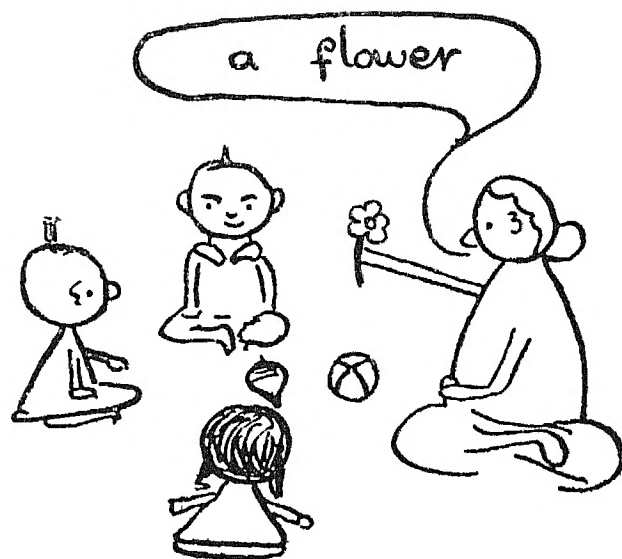


Lesson Pattern:

The teacher picks out three objects. She presents them to the child deliberately one by one.

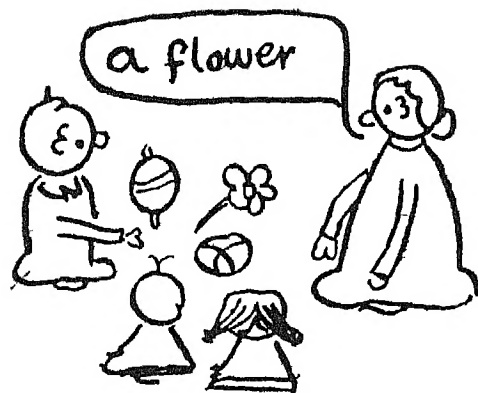
Care should be taken to talk in a normal voice, with natural articulation and lip movement. The child is made to watch the teacher's face and the object.

Now the three objects have been deliberately named. They are placed in front of the child.



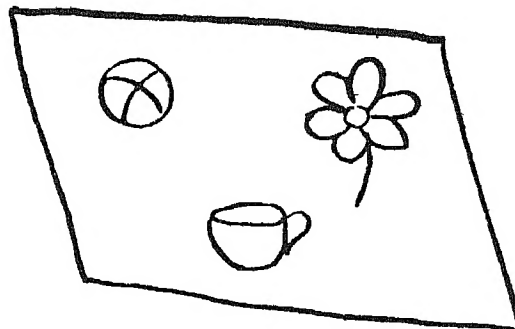
Then the teacher asks for any one of the three objects, taking care to talk normally, not to show any sign to the child about the object demanded, in a relaxed manner, maintaining the atmosphere of discovery.

At first the child does not understand what he is to do. After a few classes, the child picks up an object and gives it to the teacher. If the child gives the correct object, the teacher applauds him.



Lesson Pattern:

Three objects are drawn in one page



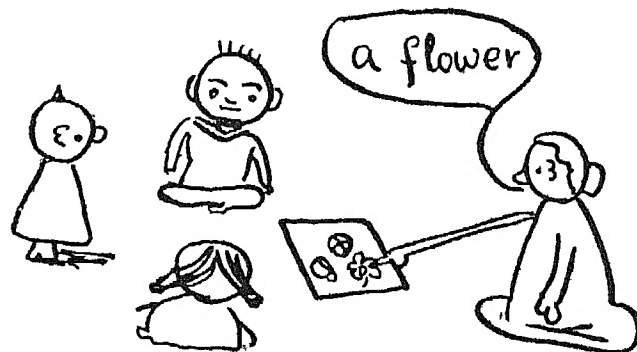
and puts the object back with the other two. If the child is wrong, the teacher just says "no" and repeats again " . . . ", taking care not to the name of the wrong object handed out.

Natural shaking of head and hands is not wrong, though unnecessary gestures and signs must be scrupulously avoided.

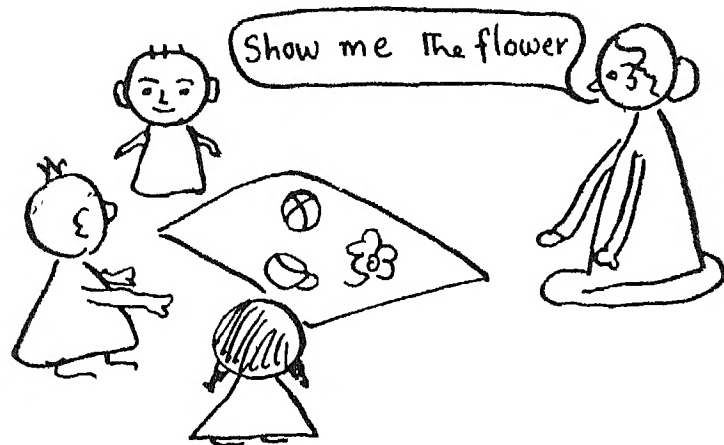
After a number of repetitions, the child hands over the correct object on demand without any confusion. As and when the child is sure, more and more familiar objects are introduced.

Now the drawing book is also used.

This page is presented to the child. The pictures are pointed one by one and named deliberately.



Two or three repetitions are given. Then the teacher says, "Show me the flower."

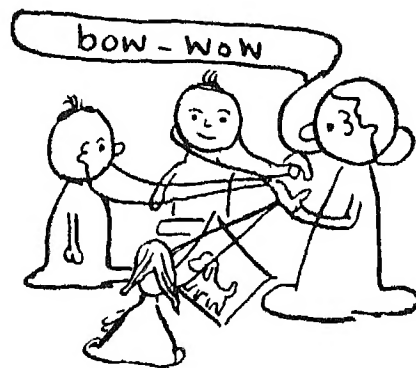


The child points the picture in the book. If he is right, the teacher proceeds on, after appreciating the child's attempt. If the child is wrong, the teacher says "No" and repeats "Show me the flower."

As and when the child is sure, more and more pictures are added in the drawing book.

During these formal lessons, the child is not encouraged to vocalise, as he needs all his attention to comprehend and associate the name to the object.

Alongside with these lessons, the child is given separate exercises to vocalise, starting with vowel sounds as "ah", "oo" etc thus helping the child to gain breath control. Animal sounds etc can be profitably used as the child is enthused to imitate the teacher. Pictures of appropriate animals can be used.



Care should be taken to see that the hearing aid is in good working condition. The teacher picks up the hearing aid in her hand, says the sound while the child listens. Then she keeps the hearing aid near the child's mouth and encourages him to make the same sound.



A point to remember is that the child is spoken to, in full sentences, from the very first day. Incidental language is given as much importance as the lesson

When the child is a little familiar with the teacher, he is encouraged to vocalise his actions. Every activity of his is put into a sentence and the child is encouraged to say it before doing the activity. For example, the child wants to drink water. The child would look for the water pot and then go to it (If the child is older, he might have developed a particular gesture to denote his need). Now the teacher goes to the child and says, "Oh! you are thirsty! You want water. There is water in the pot. I will get you some water." When she hands the tumbler of water to the child, she says

"You are going to drink water." Then she asks the child, "What are you going to do?" The response expected is, "I am going to drink water."

Of course now the child does not even have a clue to what the teacher expects. The teacher makes the child say the sentence, word by word to start with, and then the child drinks the water.

This kind of help is given before every action the child does (going out to play, putting on his slippers, fetching a pencil, going home)

These sentences are repeated meaningfully at every opportunity

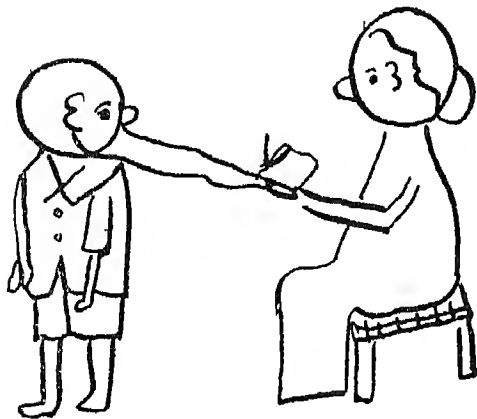
Auditory training starts from this stage, though the child is alerted to listen from the very first day and he is given no extra clues like gestures which a hearing child does not get. He is only encouraged to watch the speaker's face consciously

As the first stage in formal auditory training, the child's name can be used. The teacher says the name of the child and points to him, two or three times, thus associating those sounds to him

Then the teacher takes the child's hearing aid in her hand and sits behind the child. The teacher speaks into the hearing aid. The teacher says the child's name in a normal tone. The response expected is that the child turns to the teacher as soon as his name is said.

Example. The teacher says into the hearing aid,
"Ramu"

Ramu turns round and looks at the teacher



If and when the child can do this easily, names of two more children that sound quite dissimilar can be added and the child is asked to find out the name called

Example. "Ramu" "Geetha" "Nithin"

The teacher would use names with dissimilar sounds, like the above. The respective children are pointed out to Ramu. Then he is asked to listen. His back is turned to the teacher. The

teacher calls out any one name. Ramu tries to find out the correct name



By now, the child has got used to his hearing aid. He wears it all his waking hours. His teachers and parents see to it that the hearing aid is always in good working condition.

The child has got into the habit of looking at the speaker's face. He has a vague inkling that words are something to be comprehended and acted upon.

The Second Step

Now the child has a vocabulary of eighty to hundred words though he does not vocalise much spontaneously. The teacher always talks in sentences.

Now sentences are introduced in a more formal way. Initially simple sentence structures are adhered to. A few charts are made using the objects the child is familiar with. The pictures should be simple, clear, highlighting only the important aspect, not distractingly gaudy or coloured. Simple stick pictures are found adequate. Sentences based on these pictures are presented. Sentences are of simple structures. Sentences are so formed that distinguishing them is easy for the child.

Example. "The boy has a ball". "The boy has a flower." "The boy has a basket." "The boy has a tumbler."



As shown above, pictures are drawn and appropriate sentences are written on separate strips of paper.

The boy has a ball

The boy has a basket

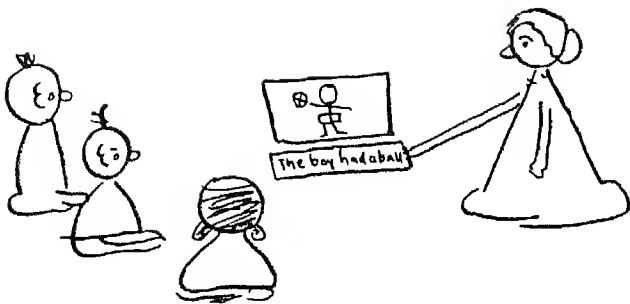
The boy has a flower

The boy has a tumbler

The teacher presents the pictures to the child. She presents the pictures one by one, saying the appropriate sentences, also pointing out the details in the pictures.



Then she takes the sentences one by one. She reads the sentence normally, pointing out each word as she reads along, then puts the sentence under the appropriate picture.



The sentences are read again and the teacher points out the necessary details in the picture also

After two or three repetitions, the teacher says any one of the sentences. The expected response in the child is to listen to the whole sentence and then point the appropriate picture

Example. The teacher says, "The boy has a basket" (Care should be taken to say the whole sentence, clearly with no extra exaggeration or emphasis, no slight clue as to the correct picture) The child must be made to listen to the whole sentence. Then he looks down at the pictures and points the correct one

Thus the child gets into the habit of listening to the whole sentence and acting upon it—this is the first step in oral communication

Attractive picture books can be introduced now. The pictures should be clear, colourful, as realistic as possible. Each page must contain only the picture of one or two objects

These pictures are used as talking points. The child's interest should be kept up. Simple questions as "Who", "What colour" and "How many" are used to hold the child's attention

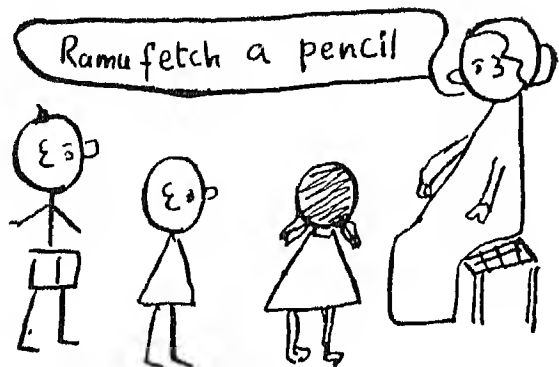
At this stage, the child would answer in words. The teacher forms a proper sentence with that word and makes the child say the whole sentence

Educational aids like simple puzzles, seeds, buttons etc. as counters, crayons, papers etc.;—provide talking points

Along with these extra aids, formal lessons are also introduced. The lessons are based on the objects the child knows. Each lesson is based on an actual experience.

Lesson Pattern:

The teacher says, "Ramu, fetch a pencil"

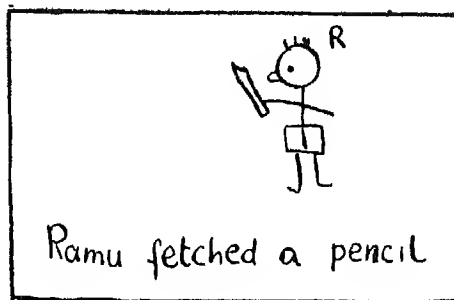


It is possible that at this stage, the child might not act at once. The teacher repeats the sentence with no extra emphasis or exaggeration. The teacher might have to go along with the child and make him find the pencil, talking all the time meaningfully, giving precise repetitions.

Thus guided, the child fetches a pencil. The teacher says, "Ramu fetched a pencil."

This sentence becomes the lesson. The teacher

makes a pictorial representation of it. The sentence is also written under the picture.

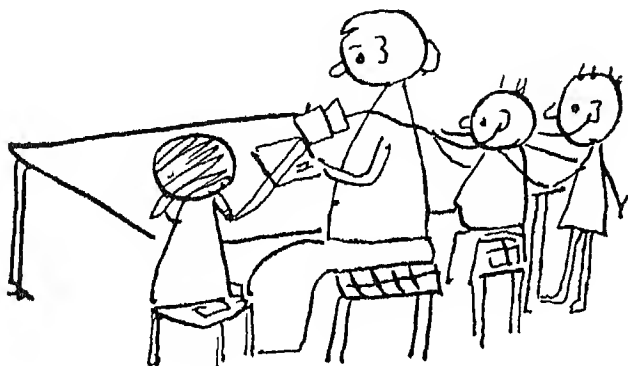


Now the teacher reads the lesson, recapitulating the activity, drawing the attention of the child to the pictorial representation as well as the words. Then the child reads the sentence, word by word, helped by the teacher. It is made sure that the pictorial representation gets properly associated with the real object. The teacher again reads the whole sentence, leaving the rhythm of the sentence in the child's mind.

To start with, the lesson is only on an object that is in front of the child, only about an activity that has just taken place. At this stage, the emphasis is on comprehension. As far as the reading goes, the emphasis is rather on the rhythm of the sentence than on individual sounds.

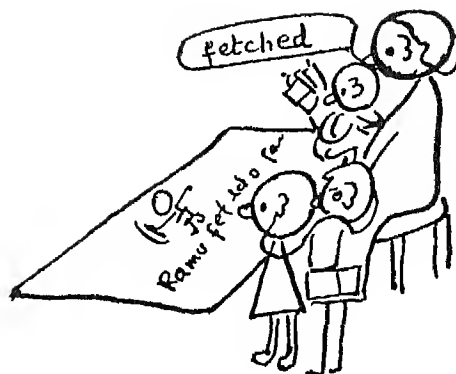
Auditory Training:

This lesson is used for auditory training, after the child has read it. The four words in the sentence "Ramu fetched a pencil" is first read by the teacher. The child is looking only at the sentence. He is not facing the teacher.



Then the child is alerted to listen to any one word the teacher might say.

The expected response is that the child listens to the word and then points to that particular word in the sentence. Reproduction of the word is not aimed at, though it might be spontaneous in some cases.



If the child is unable to do this, the teacher might repeat the word, without any exaggeration or emphasis, after alerting the child. The teacher might point the word and read it once. Then again she tries.

This kind of formal auditory training forms only a small part in the teaching scheme.

("Listening" should become a second nature to the hearing impaired child.)

The child must be alerted to every noise around him. He should respond when his name is called out. He should respond to simple oral commands, where he lipreads as well as "listens" to the teacher.

(A constant wear of the hearing aid and language given amply at meaningful situations are the basis for the proper auditory development of the hearing impaired child)

Formal lessons proceed, based on the objects in the child's Object Book. Every lesson is always on an immediate actual experience of the child. When a number of lessons have been read, the child gains a vague idea about reading. He begins to recognise the written words and read them by himself.

Now the basic questions, "Who" and "What" are introduced. For example, dealing with the lesson,

"Ramu fetched a pencil",

the teacher asks the child, "Who fetched a pencil?"

Of course, the activity, the reading and the recapitulation would have all preceded this question.

Naturally, the child does not even realise, at this stage, that a question was put and an answer is expected of him.

The teacher asks the question naturally, with the intonation of a question, but with no extra emphasis. Then she provides the answer, pointing to Ramu, pointing to the pictorial representation as well. Here the teacher must take great care to keep the lesson interesting. She says, "Who fetched a pencil?" "Ramu—Ramu fetched a pencil," giving the answer, as well as repeating the whole sentence. Then the child is made to say the answer, to start with, word by word, but always given the whole sentence at the end of the session.

The child could also be encouraged to read the sentence by himself and say it to the teacher without looking at the written pattern. This kind of memorising a sentence which he has read and which he has experienced, helps the child's capacity to make a whole sentence. Unconsciously, the child has begun to report an activity that he has experienced. This is the basis of any conversation.

The Third Step

Formal lessons have been proceeding, till now, based on the objects known to the child. Lessons are based on an immediate past experience of the child.

Slowly, the child comprehends a few words and slowly his reading is taking roots. Now, the lessons can be formulated, using familiar and useful verbs (A list of verbs is provided in the Appendix)

One verb is made use of, on all the five days of the week. For example, the verb "saw" can be taken. The lessons for the week may be,

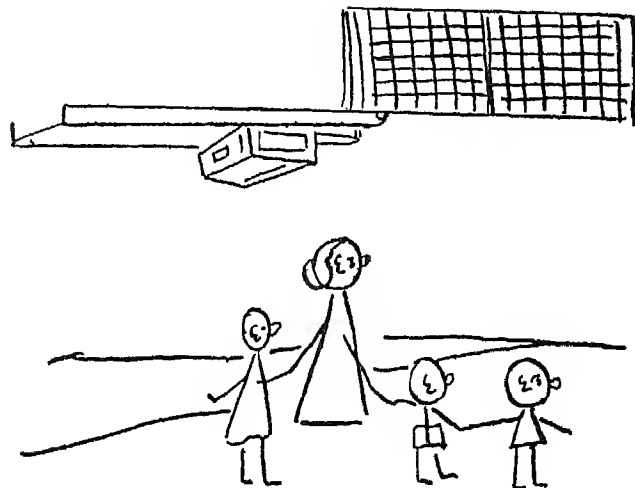
"Ramu saw a crow"; "Ramu saw a kite";
"Ramu saw an ant"; "Ramu saw a lorry",
"Ramu saw a shell "

Here again the lessons have to be based on an actual experience of the child. The teacher must be alert and not let any interesting thing pass by

An experience that was actually experienced by the child and enjoyed by the child alone can form a lesson. During the activity, the teacher talks in detail.

Lesson Pattern:

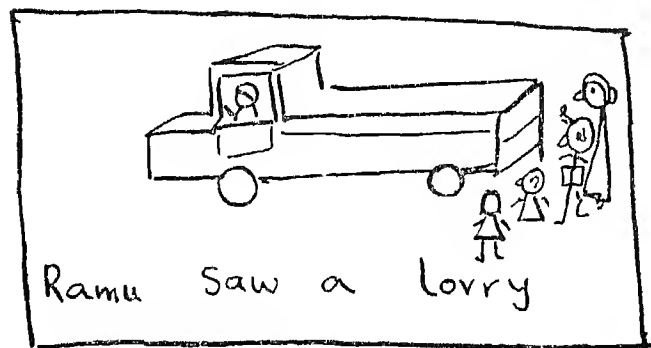
The teacher might notice a lorry, parked just outside the school. Then she calls the child and takes him out, talking to him about what she is going to show him "Come, I will show you something" "I think, a lorry is outside. We will go and see", thus talking naturally, the child is taken outside



The child is shown the lorry. Here the teacher must come to the child's level and emulate the pleasure that the child would feel at the sight of a

big lorry She can talk about the size, the colour, the wheels etc

Then the child and the teacher return to the classroom The teacher writes the lesson, keeping the child next to her Stick pictures are used and



the sentence, "Ramu saw a lorry" is written, all the time trying to get the child to say the appropriate words, keeping up the child's interest

The lesson is read as before and small questions as "Who" and "What" are asked. Questions as "What colour", "How many" can also be introduced, though the teacher cannot expect a reply at this stage The teacher gives the answer and the child repeats, word by word, and then as a whole

sentence Auditory practice is also given using the lesson.

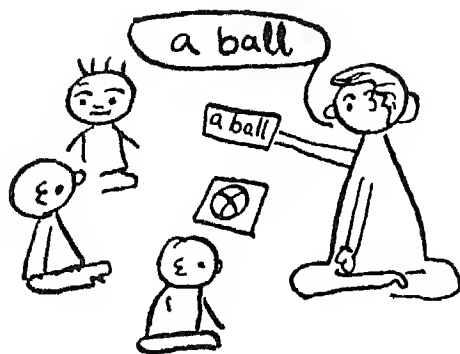
Care must be taken to see that the child is listening during casual conversation also "Listening" must become natural to the child Small questions asked in between help to check this up Oral commands are given which the child must execute without any difficulty "Please fetch me some more papers", "I want a red crayon"—sentences like these can be used in classroom situation, where the child can listen and execute them.

Using picture books, small stories can be told Here again the child's interest must be held This session should not turn out to be a dry chore Small questions and lively exposition should enliven this session

At this stage, formal auditory training can be given using a list of phrases that are similar. (Lists of phrases etc are provided in the Appendix)

Using picture cards and word cards, reading is stabilised and built upon. The teacher shows the picture card, says the name, picks the appropriate word card, puts the pair together This is done very elaborately, giving the child enough time to see the word clearly After a few repetitions, the

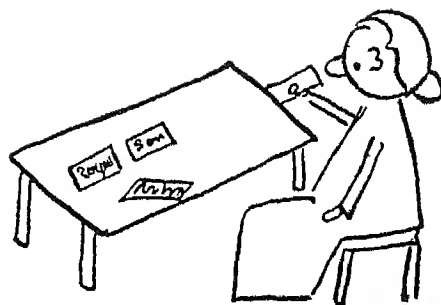
child is asked to match the picture cards to the word cards



Sentence structure forms a big hurdle to the hearing impaired child, as he invariably misses a word or two, when he is spoken to.

To build up, the sentence of the lesson can be used. At the end of the session, the same sentence (Eg. "Ramu saw a lorry") can be written on a separate strip of a paper. The teacher reads it and then tells the child, "Look, now I am going to make the sentence into words."

Then she tears the words separately. She mixes them up. Again she picks up the words one by one and puts them in the correct order, making up the sentence again.



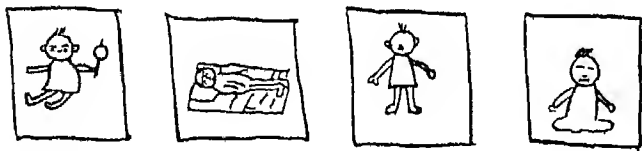
During this activity, the teacher reads the words separately as she picks them up and reads the sentence again wholly, after placing the words correctly. After the demonstration, the words are jumbled up and the child is encouraged to make up the whole sentence.

Along with these formal lessons, extra educational aids can be used to build up the child's language. Games and puzzles evoke the child's interest and give the teacher ample opportunity to provide the child with varying sentence structures and idiomatic language.

Small, simple stories can be told and the child can try and say it back. If suitable books are not available, these can be easily made by the teacher, using simple sentences with big, attractive stick pictures.

Now the child must be intensely trained to listen to a whole sentence, comprehend it and act on it. To facilitate this, pictures are found to be very useful. Sets of pictures can be collected. The pictures must be simple, with some likeness or other among them. A sentence is written about each picture. Care should be taken to see that one sentence is appropriate to only one picture.

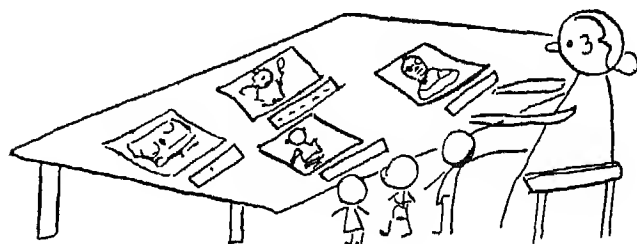
For example, four pictures of a child can be collected (from old magazines etc.) There should be some likeness among the pictures. Perhaps the sentences could be, "The baby has a rattle," "The baby is sleeping," "The baby has a green frock," "The baby is crying"—the sentences should be appropriate, each to one picture alone.



First the teacher shows a picture, says the sentence, pointing in the picture also. Then she takes the written card, places it under the picture, reads it pointing to the words, one by one.

Thus the four pictures are laid out, elaborately, with appropriate written cards under them. Now

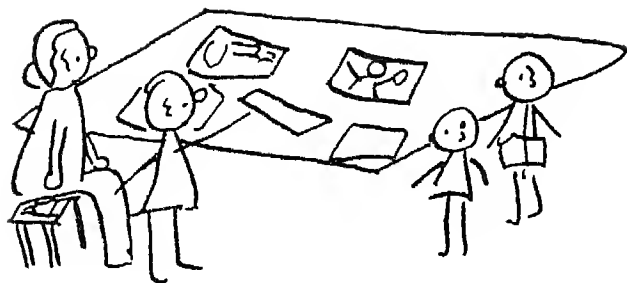
care must be taken that only those sentences are repeated and the child's attention is drawn only to those details in the pictures. Of course, it goes without saying that the child's interest must be kept up.



After a few demonstrations, the teacher reads out any one of the sentences. The child listens to the whole sentence and then he points to the correct picture. The child is helped to read the sentence also.

When the child can match these sentences correctly with the pictures, the sentence cards are taken out, jumbled up and given to the child. The child takes out one card, reads it and puts it under the correct picture.

A variety of pictures can be collected and made into sets, so that the child is enthused to do them.



The Fourth Step

The child's vocabulary has slowly increased. Now they include nouns, verbs, adjectives and small phrases. The child might be quite spontaneously expressing himself in words, phrases and perhaps in small sentences of three to four words.

This stage is, naturally, the outcome of all the people around the child pouring language into him, at every meaningful opportunity. The child's sense of wonder and curiosity would be whetted by now.

These activities lay a good foundation for the child's sustained listening, comprehension as well as reading.

(Listening to a whole sentence and acting on it is the first step in normal oral communication)

The teacher proceeds to give the child the next most important tool to acquire language and information—'questions'

The child is guided to ask questions about the situation around him. She provides the actual questions at each occasion, makes the child say it and then provides the answer.

For example, the teacher comes in with a box in her hand. She asks the child, "Do you know what is in the box?" The child is, of course, looking at the teacher expectantly. Or he might pull at the box. Then the teacher provides the correct question form, "Ask me—Ask me, what is in the box" with a slight emphasis, to denote the question form separately.

As the teacher waits, the child might try and say the question. He might need help to start with. The teacher replies only after the question.

The teacher might bring a pretty picture. The child looks expectantly at the teacher. She says, "Do you want to know who it is for?" Then she provides the exact question, "Ask me who is it for?" The teacher gets the question from the child and then answers.

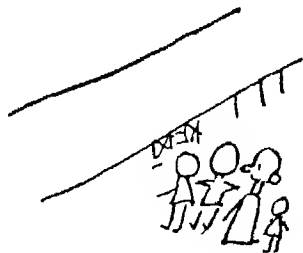
The urge to question and the ability to form the correct questions should be assiduously fostered and built up. This forms the backbone in conversation.

The formal lessons slowly grow into four or five sentences, still based on an activity. The lesson "Ramu saw a lorry" would grow into,

Page 1

Ramu went out.

Ramu went to the road.

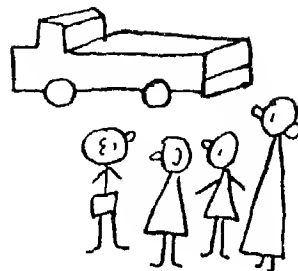


Page 2

Ramu saw a lorry.

The lorry was green.

The lorry was big



These formal lessons are used as a base for speech correction, comprehension and auditory training as detailed in the previous notes

As described earlier, the child could memorise the lesson also, at the end of the session, and tell the teacher. This slowly induces the child to talk about anything that goes on around him

The lessons should also pave the way to develop the child's reasoning and the sense of cause and effect.

Now the format of the lesson is altered to facilitate this. One central idea is taken and repeated in all the week's lessons.

Lesson Pattern:

(I)

The teacher showed me a worm.

The worm was on a leaf.

I watched the worm

The worm moved.

The worm moved slowly



(II)

The teacher showed me a goat

The goat was near a plant

I watched the goat.

The goat caught the leaves

The goat ate the leaves



(III)

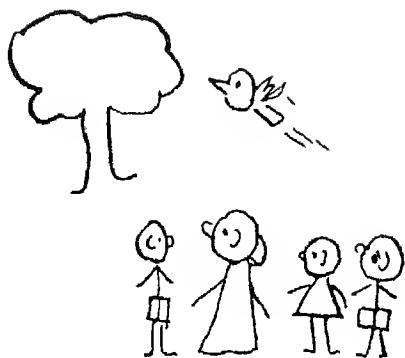
The teacher showed me a sparrow

The sparrow was in the garden.

I watched the sparrow

The sparrow flew.

The sparrow flew to a tree.

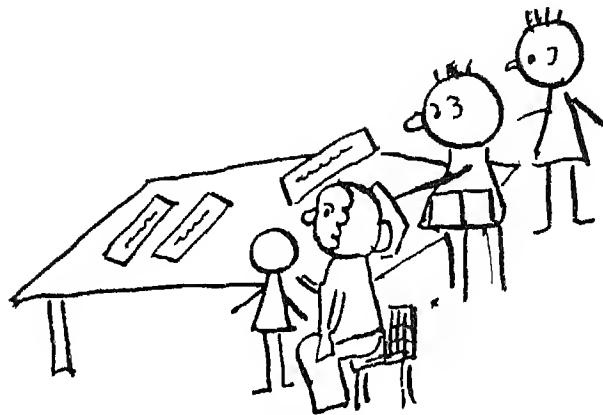


These lessons should be based on actual experience just undergone by the child. As the child sees these things, the teacher is there along with the child, exactly describing everything as it happens, providing the necessary sentence pattern for each thought process of the child.

The lesson is written as five separate sentences. The teacher puts the sentences one by one in the correct order as she reads them. Now the sentences are laid out in front of the child in the correct order. The teacher reads them two or three times, recapitulating the experience. Then she jumbles up the sentences and gives them to the child.

The teacher asks the child to give her the sentences one by one in the correct order. The child

looks at the sentences carefully, picks out the first sentence and lays it out. He reads the sentence. Then he picks the second sentence, lays it out and reads it.



Thus he puts all the five sentences in the correct order. He reads them again. This form of lesson is self-correcting, as the mistake clearly shows up. The child is able to observe the chain of actions, which really is the chain of thoughts. Thus a beginning is made for observation, inference and assimilation.

These lessons are also, of course, used later for speech correction and auditory training. The child could also memorise and say the sentences to the

teacher By now, the child is already talking in small sentences Varying sentence patterns, learnt through lessons, enrich the child's language

Apart from these formal lessons, picture cards and picture books are still used to increase the child's vocabulary, to give additional information, to boost up the child's reading and to settle the child's writing

Pictures can be a little more complicated, not necessarily any special, expensive ones, advertisement pictures cut out from magazines etc could come in very handy These pictures are used as base for sets of questions The child reads the questions and answers them.

For example, an advertisement about a tooth-brush—a boy with a tooth brush—the questions could be, “Who is in the picture?” “What is the boy holding?” “What will the boy do with the

tooth brush?” “Do you have a tooth brush?” “What colour is your tooth brush?” “When do you brush your teeth?”

These questions can be written on a card. The teacher shows the picture to the child and then reads the questions one by one The child orally answers the questions Then, and only then, the child writes down the answers.

(At this juncture, perhaps a reminder is necessary that around the hearing impaired child, no activity or no incident goes on without the teacher providing the necessary oral commentary on it)

The child can also be given an attractive picture and asked to say a few sentences about it. The child could be helped to form the correct sentence, structures to start with. The child can later write these sentences also.

Basic Tools

“Understand, question, assimilate”

—these are the basic tools to acquire knowledge. Using these tools alone, a normal child also progresses into an integrated, well informed person.

This must become a habit, a habit to be inculcated in a hearing impaired child, from the very start.

“Understand”—Even from the first precursory lesson, where the child is made familiar with the objects around him, care must be taken to see that the child is not repeating the sounds without any meaning. He is made to listen. He listens to the word and *then* looks for the object and hands it to the teacher. This meticulous pattern must be kept up by the teacher in and out of the classroom. (“Comprehension first and foremost” must be the golden rule.)

Thus guided, the child begins to talk, say words in meaningful situations. The teacher helps the child to put his words in complete sentences. By now, the desire to know more is roused in the child. The child wants to question. The teacher must provide the necessary question forms to him.

“Question”—for example, the teacher holds out a packet of biscuits. The child looks at it, waiting for the teacher to talk. The teacher asks, “What is it?” with the normal intonation of a question. The child might not understand what is expected of him. The teacher then answers, “It is a packet of biscuits”. Thus the teacher aids and builds up conversation with the child. Slowly the child begins to see that questions can get him more information. He begins to use them, not fully in the beginning, perhaps with just “Who” or “What”. The teacher takes care to complete the questions, “Whom is the biscuit for?” “What is in the bag?” etc.

As formation of sentence is the only difficult thing for a hearing impaired child to do, greater emphasis can be laid here. Written patterns can be used as additional aids. A few sentences from the lesson can be written down and the child can be asked to provide the appropriate questions.

Example.

Q

A The lorry was green.

Q

A A man drove the lorry

Q

A A lorry went on the road

The child is asked to fill in the questions. Simple question forms with "Who" and "What" are encouraged, later on growing into more complex with "Where," "When," "How" and "Why".

Of course this process goes on orally, also which is more natural and which is the ultimate objective

"Assimilate"—The teacher's main responsibility is to see that the child assimilates what all he is provided with. Enough recapitulation done at appropriate situations, an interested involvement in the activity, necessary questioning in between—these ensure that the child is assimilating the facts and ideas presented to him. The child is guided to such an extent that he stops the teacher in the middle of an activity or a lesson, if he does not understand, asks the necessary question and gets his doubts cleared. This habit is vital in a hearing impaired child, to acquire more and more knowledge and proceed onto the path of normalisation.

Basic Concepts

It is evident from the preceding chapters that the hearing impaired child is absorbing ideas from all experiences that go on around him. These experiences provide ample opportunity for him to acquire the basic concepts of all branches of knowledge

The teacher introduces elementary facts of natural sciences, physics, chemistry and history through the lessons. For example, a stroll in the garden leads to the talk about bees, beehives dispersal of seeds, parts of plant, formation of fruits, so on and so on. A visit to local museum leads on to kings, battles, monarchy, elections, so on and so on

Of course, it goes without saying that the last in the series would be introduced at the fourth or fifth year of the child at the special school. A special mention must be made about mathematics—The concept of number must be given more of an emphasis than other branches of knowledge, as the child needs this tool more in his day to day living.

Number Concept

To understand numbers and just not to say the names of the numbers is very essential. This is true in the case of the hearing child also. But inadequate understanding of language makes this task a little more complex in the case of the hearing impaired child.

To start with, varying objects like beads, leaves and flowers are used to introduce the concept of number. The teacher counts five of them and then the child does it.

After a number of repetitions, the child counts by himself. Now his comprehension is ensured by asking him to give a particular number of objects, "Give me four beads," "Give me one bead," "Give me five beads" etc.

Even when the child begins to write the numbers, first his attention is drawn to what they stand for, by means of appropriate number of dots etc. and only then he begins to write.

The lessons are also used as a vehicle for the

comprehension of numbers. The lesson might be: "Raju picked flowers. Raju counted the flowers. Raju counted three flowers."

In casual conversation also, the child's attention is drawn to number. The child might wear bangles in her hand. The bangles are counted and talked about. The child could be asked to fetch a certain number of pencils for the teachers to use. Thus number is pointed out at every appropriate, meaningful situation.

Along with formal arithmetic exercises, the child is made aware of number in daily life. Going to a shop, asking for a dozen rubbers, paying, getting the change—stresses the role of numbers. Cutting the fruits into halves and quarters to share among the children leads them to the concept of fractions.

As in the case of the hearing child, here also blocks and beads come in handy to demonstrate addition, subtraction etc. A little more care should be taken to see that the child is following the language that clothes the actual number work.

Special Points

A long stretch in the development of the hearing impaired child has been sketched out in the preceding chapters. A span of three or four academic years has been covered. Perhaps now it is time to stop and take account of any special problems that might crop up and see to the method of rectification.

Here it is assumed that the child has been trained to use his hearing aid all the time profitably. He "listens" all the time, in and out of class hours.

The teacher makes it a point to guide the parents to aid their child in the acquisition of the habit of speech. Educationally a few rough corners might have to be smoothened. For example, the child is more acquainted with the past tense, which is given to him through written pattern in the lesson. The present tense used in the casual conversation is not easily assimilated due to the child's impairment. So as soon as the child can say a small sentence in a meaningful situation, the teacher begins to pro-

vide him opportunity to use the present tense. The child is encouraged to carry forth oral messages.

Example. The teacher might say, "Go and tell the other teacher the postman has come." With discrete help from both sides, the child says, "The postman has come".

Or he can be encouraged to ask, "Can I play?" "I have finished writing. What shall I do now?"

These forms and structures must be artificially taught from the beginning. Eventually, the child uses them spontaneously, in appropriate situations.

The hearing impaired child finds the use of pronouns very confusing to start with. Great care must be taken and they should be deliberately introduced through lessons and through conversation, starting with "I", identifying it with the child then "it" identifying with an object and slowly and very carefully the other pronouns.

EPILOGUE

Thus the progress of the hearing impaired child goes on Through these pages, a rough sketch is brought out, where the hearing impaired child started his journey from the world of silence, reaching the goal of normal world of sounds, laughs, play and ideas

Your happy and sensitive guidance alone can enable him to do this You are not his teacher alone You are his friend, playmate, elder sister and sometimes even his mother! Your task might be arduous, but the result is worth all the trouble Can you imagine a day when your little student would grow up and challenge you about one of your cherished principles or ideals?

This can happen, if you believe in him now Perhaps, here, a few golden rules, to wind up with.

- 1 Believe in the child's ability
- 2 Do not accept his second best
3. Enthuse him to better his best
4. Show appreciation for his courage and candour.
5. Keep your eyes and mind open to new ideas and new vision to lead your student there

APPENDIX

List of objects introduced in the First Step

a hearing aid	a shirt	a button
a handkerchief	trousers	a car
a ball	pants	a basket
a tumbler	a comb	an umbrella
a flower	a shoe	a table
a top	a light	a stool
a drum	a fan	a sweet
a pencil	a cup	a book
a frock	an aeroplane	a tiffin box
a feather	a spoon	scissors
a balloon	a watch	a bead
a knife	a rubber	a bucket
a tree	a crayon	a block
a box	a door mat	a cupboard
a waste paper basket	a spider	an ant
a butterfly	a pin	a window
a door	a see-saw	a swing
a blackboard	a cat	a dog
a wall	a cow	a gate

List of verbs initially introduced

gave	saw	fetchcd
looked	coloured	watched
counted	went	opened
ate	cleaned	threw
showed	blew	blew
picked	put	dug
pushed	made	fell
pulled	cut	flew
dropped	brought	broke
drew	found	took

Second list of verbs

had	carried	sank
stuck	caught	ran
painted	floated	listened
read	shut	came
sat	stood	cried
wrote	bought	drank
rained	dried	swam
slept	clapped	stopped
walked	grew	shouted
lost	get	said

List of phrases and idioms used in casual conversation

Hurry up!	Wait a minute	I am sorry
That is right	What happened?	How funny!
That is wrong	I don't understand	Say it again
How sad!	Of course!	Never mind
Please excuse me.	What a long time!	No more, thank you.
Don't make a fuss	What a pity!	Lovely!

Groups of words suggested for "Listening"

a handkerchief	a bat
an umbrella	a shoe
an aeroplane	a cup
a tiffin box	a doll
a tooth brush	a key
a blackboard	

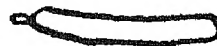
Groups of phrases suggested for "Listening"



a small flower



a red worm



a long fruit



a red bucket



a long soap



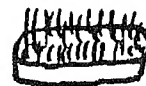
a long brush



a red flower



a round brush



a black brush



a small worm



a black fruit



a round fruit



a small bucket



a round soap



a black soap

Groups of sentences suggested for “Listening”

Give me some bananas

My house is far away

Who broke the pencil ?

The shop is closed

I like your dress

The baby is sleepy

The flower is yellow

I want some water

He brought a sweet.

Did you sleep well ?